

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">FEB -6 PM 4:02</div>
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Waco Charter School	161-801			
Vendor ID #	ESC Region #			
1-741549077	12			
Mailing address	City	State	ZIP Code	
615 N. 25 th Street	Waco	TX	-76707	
Primary Contact				
First name	M.I.	Last name	Title	
Sabrina		Gray	Principal	
Telephone #	Email address		FAX #	
254-754-8169	Sabrina.gray@eoacwaco.org		254-754-0046	
Secondary Contact				
First name	M.I.	Last name	Title	
Ashley		Reinke	Director of Administrative Resources	
Telephone #	Email address		FAX #	
254-753-0331 – Ex 250	Ashley.reinke@eoacwaco.org		254-754-0046	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
John		Key	Superintendent
Telephone #		Email address	FAX #
254-753-0331		John.key@eoacwaco.org	254-754-0046
Signature (blue ink preferred)		Date signed	


C/o John Key
February 3, 2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 161-801

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161-801

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161-801

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 161-801

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 109903

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 161-801

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Waco Charter School has one campus – the lending project will focus on Grades 3, 4 and 5

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Waco Charter School (WCS) is applying for the Technology Lending Program Grant (TLG) for the first time (*Priority Points-10*) because the school began a limited student technology lending program funded from local funds, IMA Funds, and a grant from Education Service Center Region 12. WCS's Technology Committee (TC) has analyzed the impact that the limited campus technology program has made by examining teacher surveys, holding focus groups with students and parents, and analyzing student achievement. Although many benefits have been documented, the single most important benefit is that technology has provided iPads to students who were reluctant readers and teachers have noticed an increased interest in reading as documented by the number of books students have downloaded on the devices. A second benefit has been that students have shown an increased success rate in finishing projects and student writings assignments have increased more than 75% (*Teacher Surveys*). **Development of Budget:** In the spring 2017, the Principal began soliciting feedback from stakeholders in the school and the community regarding a School Improvement Plan. The TC composed of the Superintendent, Principal, representatives from the school staff, community members, business leaders and parents developed a comprehensive community and school needs assessment. Once the TLG grant was announced this group provided guidance and insight during the planning stages and the development of this grant application by its members serving on various committees and deciding which grade levels were most in need. However, there are not enough local funds or IMA funds to purchase lending devices for students who need access to a device. The budget committee, led by the Principal, developed a comprehensive budget to provide: 1) technology devices that will provide access to digital content for students; 2) residential Internet access. Once this tentative budget was developed, it was presented to the entire TC for input and approval. **Demographics of campuses related to the defined goals and purposes of the grant:** Waco Charter School is located in Waco, Texas and is a Title 1 campus. According to enrollment data WCS has 205 students enrolled in grades Pre-Kindergarten through fifth grade. 76% of the students are Hispanic. 100% of the students are defined as Economically Disadvantaged. 35% are At Risk of dropping out of high school and 25% of the population does not speak English at home. 60% of the students enrolled at WCS are from families that live in poverty. The median income is \$19,847, as compared to \$51,563 for the State of Texas (US Census, 2014). The unemployment rate for this area is 10.5% which is higher than the state at 4%. Approximately, 25% of the students' parents do not have a high school diploma, and only 20% have a bachelor's degree or higher as compared to 34.2% for Texas. Although these demographics look bleak, WCS has focused on the goals and purposes of the TLG by diverting every dollar possible to engaging students in meaningful learning supported by modern digital tools, relevant technologies, tools and resources for personalized learning 24/7. 60% of students have passed all sections of the STAAR test (75% is state average). **Who Determines Needs Assessment Process:** The Technology Committee (TC) composed of the Superintendent, Principal, school staff, community members, business leaders and parents use needs assessment instruments, and teacher and parent and student feedback to determine technology integration needs in relation to the School's Strategic Goals and Objectives. Specifically, the results obtained from the TC's survey and data are used: 1) to track and measure progress in meeting the school's strategic goals; 2) to plan the implementation of new programs or services needed to meet goals; 3) to increase the efficiency of existing programs and to adjust programs to meet current needs; 4) to obtain feedback from all key stakeholders regarding needs. **Management Plan:** The TC recognizes that the effective administration and management of this program requires strong leadership skills, management experience, academic training and an understanding of disadvantaged communities. Given these essential characteristics, aptitudes and abilities, the administration of the TLP will be provided by the WCS Principal. The Project Director (PD) will provide the overall technology integration leadership for the program on a day-by-day basis.

Program Evaluation: Ongoing monitoring and continuous improvement will be ensured by the Project Director (PD) through the involvement of all stakeholders (campus principal, teachers, project staff, librarian, students and parents) utilizing their experiences and suggestions to improve the effectiveness of the TLG. In particular, the Project Director (PD) will utilize formal validated evaluation instruments to assess the following indicators: (1) To what extent are the activities of the proposed program being implemented as planned? (2) Are the objectives of the proposed program being met and leading towards Target Tech Status (STaR Chart)? (3) To what degree has the TLPG stimulated systemic

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changes in the teachers' and students' knowledge, skills, and practice as it relates to the STaR Chart and utilizing technology to improve the quality of education and academics? (4) To what degree has this 24/7 technology integration impacted student academic performance and achievement? (5) To what extent are online assessment tools effective in assisting teachers and students to gauge their own progress? (6) To what degree has the professional learning of administrators and principals motivated systemic alterations to practices as relates to teacher, student and parent support towards integration of technology? (7) To what extent has parent participation increased? This information will be collected on-going by the Project Director and reported monthly to the TC. In addition, quarterly the TC will meet to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery and content, of the program. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis to determine which continuous improvement mechanisms will be implemented, if needed. WCS agrees to collect and report data for the performance measures. **Statutory Requirements:** Texas Education Code 32.201 authorizes the Texas Education Agency to implement the Technology Lending Program Grant. WCS has completely and accurately answered the requirements in the application. 1) WCS has described how it will use funds to enhance WCS's technology lending program that loans students equipment necessary to access and use electronic instructional materials. 2) WCS has purchased lending equipment through Instructional Materials Allotment, local funds, and grant funds and has addressed in the TLG application how the equipment from all funding sources has been and will continue to be used in a cohesive manner to support efforts to ensure all students have dedicated access to technology devices [TEC 32.301(b) (1-2)]. **TEA Requirements:** WCS has addressed the seven (7) TEA Program Requirements in the TLG in a thorough manner:

a) aligns with WCS's existing mission and goals; b) a plan for providing Internet access to student residences; c) how the program aligns with the current curriculum and policies; d) the electronic instructional materials in one or more foundation curriculum subjects in one or more grade levels; e) a description of the adequate district infrastructure; f) how the grant will be administered on participating campuses including a description of how the check-out and check-in process will operate, who will oversee the process, and the process that will be used to maintain the technology lending equipment in proper working condition; g) how WCS accounts for the technology lending equipment.

Commitment to Goals of TLG: There is a huge commitment to the goals of the TLG as evidence by local funds and grant funds as well as the school's initiative in submitting a winning grant to ESC 12 for technology funds. 100% technology immersion has been a goal for WCS and the school's technology goals align perfectly with the TLG Project – 24/7 technology access for all students. The school simply has not had the funds to implement the level of technology immersion that the staff, students and community want. Grant activities and funding is coordinated with state technology funds, Title III, State Comp Ed, Migrant, ESL, Rider 55 and e-rate funds. E-Rate pays 90% of all land and cell phone bills (local and long distance), T-1 bills, maintenance on the network hardware and internet access bills. Any additional staff development will be paid through local funds. WCS ensures that TLP funds will increase the level of service of mobile devices for students and not supplant or replace any existing service.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 161-801

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$12,384	\$	\$12,339
Schedule #9	Supplies and Materials (6300)	6300	\$1,500	\$	\$1,500
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$35,000	\$	\$35,000
Total direct costs:			\$	\$	\$
2.322% indirect costs (see note):			N/A	\$1,161	\$1,161
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$50,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$50,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$7,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 161-801

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Fees for residential Internet Connection	\$12,339
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$12,339
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$12,339

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 161-801		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: Hotspots for lending	\$1,500
Grand total:		\$1,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 161-801		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 161-801			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	Mobile devices to loan to students	100	\$350	\$35,000
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$35,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 161-801

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	92	100%	100% of the students enrolled on the campus (205) are economically disadvantaged
Limited English proficient (LEP)	54	26.3%	
Disciplinary placements	0	0	
Attendance rate	NA	97.4%	
Annual dropout rate (Gr 9-12)	NA	0	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☐ Public ☒ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
				36	29	267								92

WCS assures that this proposal does not contain any information that would be protected by FERPA.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 161-801

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Waco Charter School (WCS) will serve grades 3, 5 and 5 by the the TLP grant. WCS continuously solicits feedback from its stakeholders as to the needs of the school in an organized and comprehensive manner. In order to ensure buy-in from all stakeholders the Improvement Team (IT) is composed of the Superintendent, representatives from the campus staff, community members, business leaders and parents. This needs assessment process systematically reviews current practices, processes, and systems within WCS as well as examines and analyzes the state of current student achievement, and set goals for student achievement. The TC is organized into committees with each focused on gathering and analyzing data. The committees determine which data should be collected to provide the most information regarding the strengths and needs of the campus. The needs assessment becomes the tool that guided meaningful campus planning. WCS students are plagued with risk factors. Many of the risk factors are hard to mitigate: low educational status of adults in the community, poverty rates for families, parents unemployed, lack of social support services. Protective factors are also low. Factors such as self-esteem and positive relationships with adults were less likely to be self-reported from WCS students than the state average. As an urban area, WCS serves a predominately at-risk student population with 100% of the student population being served by the free or reduced lunch program. Poverty within the community is pervasive with rates more than double that of the State of Texas (US Census, 2014). **Process to identify and prioritize the needs of the campuses:** A School Profile was created by collecting baseline or comparison data across multiple years to identify patterns, trends, strengths, and WCS students. A full scan of the technology equipment provided at each grade level was collected and analyzed for the needs assessment via the following activities: 1) Individual and group interviews with the principal, counselor, teachers, parents and students (when age appropriate) regarding technology integration; 2) Pre-assessment survey feedback from stakeholders that included teachers, parents, and students; 3) The number of students who have access to a technology devices; 4) The percent of **economically disadvantaged students** who have access to technology devices; 5) STAAR test scores and TPRI scores as well as benchmark assessments (aggregate for subgroups, dropout rates, student mobility, attendance rates, and graduation rates); 6) Technology instruction issues were examined, including alignment with TEKS and STAAR; 7) Professional development needs of teachers were examined to determine teacher readiness for devices; 8) Ratio of technology devices to students needing devices at each grade level. The needs assessment indicated a lack of technology available on a consistent basis for students. It is necessary to have grant funds to increase student access to technology and ensure that all students have the ability to increase their academic achievement by having access to curriculum content that is delivered electronically in their homes. A major gap identified through focus groups of parents, students, teachers and community members was supplying technology devices to all students. The high poverty level of families hinders equitable access because many students do not have home Internet access. Many students have no access to technology within the home. Other students have access to a shared family device at home but are unable to bring a personal wireless device to school.

All students will be served with TLP devices since WCS is only one Pre-Kindergarten through fifth grade campus. Within the campus the classes with the highest percentage of economically disadvantaged students in need of a device, lowest academic achievement (Reading, Math, Science) and highest percentage of teachers trained and ready to implement curriculum utilizing technology in the hands of every student will take precedence. The current technology lending program is limited. The library has devices provided through local funds that may be checked out by students on a first come first serve basis with research projects being given precedence. There is constantly a waiting list. Over 75% of teachers in the core subject areas have had at least some training in integrating personal technology devices into the curriculum with their students. However, this training has not been able to be implemented to its fullest extent since 90% of the students do not have a personal device and with the limited supply of school-owned devices, students are not afforded the opportunity to engage in a full, integrated technology program with 24/7 access.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 161-801

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is a need to increase equitable access of lending technology and <u>residential access</u> to the Internet for students in grades 3-5 th (WCS District Technology Plan), including economically disadvantaged and students with disabilities	<ul style="list-style-type: none"> • Provide priority structure for student access to technology • Implement policies to address the use of technology to support school and home use • Implement procedures to check-out and sue technology • Implement procedures to provide Internet access to students' homes
2.	There is a need to increase student academic achievement in core subject areas	<ul style="list-style-type: none"> • Increase the access to relevant technology devices, tools, resources, and services for personalized learning 24/7 • Encourage teachers to incorporate innovative models of technology integration to meet the needs of students and prepare students for the next grade level • Incorporate new technology and electronic instructional materials in the core curriculum
3.	There is a need to implement a technology lending program to loan students the equipment necessary for access and use of electronic instructional materials	<ul style="list-style-type: none"> • Use instructional strategies that include student devices for learning at school and at home • Use of electronic instructional materials in lieu of traditional print instructional materials
4.	There is a need to increase digital learning for economically disadvantaged students in grades 3-5 through the use of mobile devices that can be used 24/7	<ul style="list-style-type: none"> • Individual technology devices will allow teachers the ability to present information to students in multiple formats and multiple media in lieu of traditional print instructional materials • Students with disabilities and ELL students will have multiple ways to express and demonstrate what they have learned thus providing multiple entry points to engage student interest. • Identify multipole methods of accessing curriculum and knowledge through technology
5.	There is a need to provide training so the staff is confident and competent in integrating technology throughout the curriculum	<ul style="list-style-type: none"> • Use continual professional development to increase teacher strategies • Provide support for teachers using technology • Use student and teacher skill levels in technology to guide instructional practices • Incorporate the use of professional learning communities (PLCs) for instruction and learning opportunities

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 161-801

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	TLG Project Director (PD)	Bachelor's Degree in Education or education related field; at least five years' experience in technology integration of mobile devices and curriculum; supervisory experience of medium teams; experience in fiscal/budget management, and data reporting.
2.	TLG Coordinator	Bachelor's Degree in Education or education related field; at least five year's experience in technology integration of mobile devices and curriculum; supervisory experience of medium teams
3.	Teachers	Bachelor's degree and teacher certificate. Ability and desire to integrate technology into the curriculum in the classroom and in the home assignments for students.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	To acquire mobile devices for student use through the technology lending program	1. PD will meet with staff to explain the project expectations, procedures & timelines	05/01/18	08/01/19
		2. Acquire bids and complete POs, finalize orders	05/15/18	05/31/18
		3. The TC will establish a checkout & in procedure	05/10/18	05/25/18
		4. Distribute devices to teachers/hold orientation	08/21/18	09/28/18
		5. PD will continuously monitor project	05/01/18	08/31/19
2.	Begin implementation plan of prioritizing device usage by core subject area teachers	1. TD will visit classrooms to assist teachers with digital textbooks	09/04/18	05/24/19
		2. Core content teachers will work in PLCs to address digital textbook issues/concerns	09/04/18	05/24/19
		3. PD will distribute devices to students & monitor implementation	09/04/18	05/24/19
3.	STAAR scores will increase by 10% for Econ Disadvantaged & learning disabled students	1. Monitor Econ Disadvantaged & Learning Disabled students' progress	09/04/18	05/24/19
		2. Hold after school technology parent workshops	09/04/18	05/24/19
		3. Hold tutorials for students needing assistance	09/04/18	05/24/19
4.	Teachers will design and deliver curriculum & instruction that includes student centered inquiry based activities	1. Teachers and students will build an electronic library of lessons & resources	09/04/18	05/24/19
		2. Teachers and students will create and and utilize authentic assessments to evaluate student outcomes	09/04/18	05/24/19
		3. Integrate real-world problem solving lessons in lessons	09/04/18	08/31/19
5.	Parent Involvement will increase by 20% for parents at WCS	1. Hold after school technology parent workshops	09/04/18	08/31/19
		2. Communicate with parents through emails, blogs, websites, social media	09/04/18	08/31/19
		3. Survey parents to gather information on program	05/01/19	05/20/19

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 161-801

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing monitoring and continuous improvement will have done by technology representatives and the Project Director with oversight from the Superintendent. Student assessments and technology usage will be monitored regularly and monthly from reports given to the PD and the Superintendent. The PD will be available for any student, teacher or parent feedback or concerns related directly toward the implementation of the TLG. All other feedback and concerns will be handled through a formal written process. Monthly the TC will meet to analyze data, identify concerns and consider feedback. Stakeholders (teachers, students, parents and administrators) will be sought to give input on solutions to identify concerns. Continuous review of data will guide decision as they are made. The Project Director, in coordination with the TC will utilize evaluation instruments to assess the following indicators: (1) to what extent are the activities of the proposed program being implemented as planned? (2) Are the objectives of the proposed program being met? (3) What is the quality and responsiveness of the digital textbooks, tools, and resources to meet the needs of the participants? (4) to what degree has the proposed program stimulated systemic changes in the teacher knowledge, skills, and practice as it relates to utilizing technology to improve the quality of education; (5) to what degree has this behavior impacted student achievement? (6) to what extent are online assessment tools effective in assisting teachers and students to gauge their own progress? and (8) to what extent has parent participation increased. Information will be collected on-going by the Project Director and reported monthly to project staff. The implementation of the plan will be monitored by periodic reports of the Board of Directors and the Superintendent. In January and May, the Board of Directors will be updated on the program's progress. Input and feedback will be accepted verbally and written. Adjustments to the program and implementation will be made if necessary. Procedures for any changes will include TC recommendation for a change and approval by either the Superintendent or his designee.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

WCS is currently seeking additional outside funding to enhance and sustain the existing technology lending program which is funded from local funds and a grant from ESC 12. All equipment purchased to be used/borrowed by students with funding from the TLT will be incorporated with other technology devices into one program by using the same personnel to administer resources and by using the same guidelines for students and families. Distinctive equipment logs will be kept for each funding source. Equipment will also be labeled with appropriate funding source (federal, state, local, etc.). Although all equipment will be housed and used as a joint venture, the ability to account for resources from each program separately will be maintained. Leveraged funding will enhance program accessibility for families and students. The goal is for each student to have their own device on a one-to-one basis. WCS will continue to coordinate efforts to maximize effectiveness of grant funds by using the extensive staff development that has been done to make this project successful. WCS intends to ensure that the school will remain committed to the TLP success by using a very inclusionary model. Teachers will be included in making decisions for the schedule before it goes to the TC for prioritization. By leveraging funds with other grant programs, WCS hopes to obtain the one-to-one ratio by the 2018-19 school year. Implementing an effective Technology Lending Grant (TLG) as part of a well-designed technology plan requires support and buy-in from all stakeholders including school administrators and at the campus level. By participating in the TC, all stakeholders have agreed and committed to WCS **by signing a Letter of Commitment** stating that administrators including at the district level administrator and the principal at campus will commit to the project's success.

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By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 161-801

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Number of 3 - 5 grade students who received a wireless mobile computing device through TLP	1.	Mobile Device check-in/check-out log
		2.	Increased STAAR scores
		3.	Increase in the number of students using digital textbooks
2.	10% increase in courses and/or classrooms using digital content in lieu of textbooks	1.	Mobile Device check-in/check-out log
		2.	Increased STAAR scores
		3.	Increase in the number of students using digital textbooks
3.	Percentage of students who have mastered grade-appropriate technical applications - TEKS	1.	Digital resource reporting tools
		2.	Mi-Fi usage reports
		3.	Increase in student attendance rate by 1%
4.	10% increase in electronic communication between parents and teachers/administrators as evidence by email	1.	Reports of website visits
		2.	Reports of user login
		3.	Parent involvement report
5.	Increase in regular use of digital resources outside of the school day to extend learning	1.	Mi-Fi usage reports
		2.	Digital Resource Reports
		3.	Increase the number of digital textbooks offered to students

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research has shown that such programs at the Education Achievement Authority of Michigan as well as the Mooresville School District of North Carolina (2017) are showing a direct correlation between marked increases in student achievement and well implemented 1:1 programs. WCS expects the 1:1 program at grades Pre-K through 5 to achieve similar results because of the coordination of parent and community support, quality digital resources, best practices in blending learning and the ability to connect students to learning outside the school 24/7. WCS will use grades, discipline records, feedback from stakeholders (students, parents and staff), RTI reports, and state test scores to evaluate the progress of the grant.

Criteria	Baseline Data	Anticipated Student Growth
STAAR Math	64% of 3-5 th graders passed STAAR math (72% passing is State average)	Increased passing rate of the 3 rd grade mathematics STAAR by 5% for targeted students when they are 5 th graders
STAAR Reading	63% of 3-5 th graders passed STAAR reading (79% passing is State average)	Increased passing rate of the 3 rd grade reading STAAR by 5% for targeted students when they are 5 th graders
RTI	80% of students that qualify for this grant are currently enrolled and are being served by Tier 2 or Tier 3 RTI interventions	5% reduction of students requiring Level 2 or 3 interventions
Grades	15% of students are failing either a math or reading class	100% of students will pass math or reading class their 5 th grade year
Discipline	Reduce the number of students who have been in ISS or after school detention	The number of students referred to ISS or after school detention will decrease by 10% by 5 th grade

Schedule #16—Responses to Statutory Requirements**For TEA Use Only**

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By TEA staff person:

County-district number or vendor ID: 161-801

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently Waco Charter School (WCS) has an established a limited technology lending program that has been funded through local funds, IMA Funds, and a technology grant from Education Service Center Region 12. iPads have been purchased for Prekindergarten students using Prekindergarten Funds. Each grade level has at least 3 desktop computers in the classroom and mobile carts are shared among the grade levels. The library has 4 desktop computers. Students are able to take computers home during exams or special projects for a limited amount of time. Each classroom has a dedicated access point and in addition, the campus has a bandwidth from 500 MB to 1 GB. Classrooms are also equipped with Whiteboards, projectors, and laser wands.

WCS proposes to use TLP Grant funds to purchase mobile devices for students in grades 3rd through 5th. Using lessons learned from previous technology immersion projects that were researched, a timeline for technology integration has been established and will be fully implemented and will offer a rigorous curriculum by September 1, 2018.

90% of the students at WCS do not have access to the Internet (student and parent school surveys). While off the school grounds, students will be able to use Mi-Fi for connection purchased with TLP funds. The Mi-Fi devices are a Verizon 4G LTE Mobile Hotspot. Coverage maps for Verizon show heavy 4G coverage for the areas surrounding Waco. The school's contact with Verizon will provide for unlimited data access on the Mi-Fis.

Schedule #17—Responses to TEA Program Requirements

For TEA Use Only

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By TEA staff person:

County-district number or vendor ID: 161-801	Amendment # (for amendments only):
TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Waco Charter School's Technology Lending Program aligns with current curriculum, instruction, and classroom management policies of the WHAT being taught (based on TEKS and local curriculum decisions). The HOW will be the innovative practices of the curriculum that will be taught using technology.	
<p>Teachers at WCS are handicapped by a lack of technology in the classroom as well as students' access to mobile learning devices at their homes as they design lessons that support the technology learning content. In order to design lessons that are student-centered and actively engage students in relevant, real-world instruction, WCS students need access to technology that they can use as a tool to enhance student learning and inquiry. Innovative assignments that facilitate learning are available for teachers to capture students' interests; however, the limited number of technology devices dilute the learning process for students. Examples of this type of instruction in the curriculum (the HOW) is project-based learning and the use of web-based resources such as Khan Academy, YouTube, etc. In addition, the devices propose in the TLP will also encourage students and their parents to be more actively involved in the learning process. Students with access to technology stay more informed of grades and assignments and more ready to utilize a broader base of resources.</p> <p>In deciding whether to apply for the TLG, the TC first examined the existing mission statement as well as the goals of the to make sure that the two aligned. WCS's mission of preparing students for productive citizenship and life-long success and the school's goals of <i>"students will be academically prepared to complete a post-secondary educational program or enter the workforce in a highly skilled occupation and the school will increase educational delivery systems through the use of technology"</i> aligned perfectly with the intent of the TLG program. The TC also examined the Technology Plan (template attached). The technology plan specifically supports the broader provision of digital access to content as well as human resources, and these goals align well with the campus plan and the Technology Application TEKS proficiency. WCS's technology plan emphasizes the vital importance of learners using technology to make curriculum connections inside and outside the traditional classroom.</p> <p>The TLG concentrates on providing 24/7 access to students to technology as well as instructional materials- technological lesson extension activities relating to core content areas. By expanding student and teacher access to TEKS-aligned curriculum content as well as emphasizing instructional tasks which require the creation of new synthesized knowledge products, students can be better engaged to realize high levels of student achievement. It is evident through the technology plans for the campus that WCS recognizes that we are living in a rapidly changing, advanced technological society and it is the campus' responsibility to support all staff and prepare all students with the technology skills necessary to be a successful, life-long learner:</p> <ul style="list-style-type: none"> • Each student will be competent in using information technology to be a successful, life-long learner. • Information technology will be incorporated broadly into curricula and instructional practices to improve the educational program for all students. • All school community learners, students and staff, will have access to information technology & support. • Setting technology goals, monitoring and evaluating the technology plan on an ongoing basis is vital to the success of WCS. 	

Schedule #17—Responses to TEA Program Requirements (cont.)

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County-district number or vendor ID: 161-801

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

WCS understands that any equipment purchased with the TLG funds is the property of WCS. The primary purpose of the the TLG proposal is to provide Internet access to students who qualify for the free/reduced lunch program and do not have Internet access at home. The funds in this proposal would address 3rd -5th grade students who have been identified as not having Internet access at home or participate in the free/reduced lunch program (all students on the campus are eligible for free and reduced lunches). WCS will issue 4G devices and Wireless Cards for technology access when necessary. The Wireless Cards will enable Internet access in all areas where cell phone service is accessible. The plans have unlimited usage for one set fee. Cards will not be distributed with all devices, but only with those that are checked out by students with a documented need of home connectivity.

As WCS administrators and technology staff were initially investigating the one-to-one mobile device initiative, the concern for providing Internet access to homes of students was a concern. Knowing that there is a large population of students (90% according to student and parent surveys) who have problems accessing the Internet, the Technology Committee (TC) extensively investigated Internet access to students' homes by surveying parents and students as well as input from community and staff members. The home technology survey will use as documentation. Some of the questions on the survey included: 1) Is a computer or other device to access the internet available in the home; 2) Is the device specific for the student or a shared device; 3) Will the device be used in the school setting by the student; 4) Does the home have Internet service and if so by which medium (cable, phone line, etc.).

In addition, WCS will continue to make a concerted effort to publicize all facilities in the school's attendance zone that provide free Wi-Fi access. This is currently being done through brochures, on the school website, at parent meetings, and signs displayed around the community. WCS also works with area churches who provide sessions during the week so students can have a safe environment to use their mobile devices and receive tutoring assistance from community members.

Schedule #17—Responses to TEA Program Requirements (cont.)

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County-district number or vendor ID: 161-801

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TLG aligns perfectly with the current curriculum, instruction, and classroom management policies at Waco Charter School. At the beginning of the lending program, the TC developed a local curriculum framework. The goal was to develop a standards-based curriculum that would increase student learning and promote higher student achievement. WCS has revised the curriculum to embrace project based learning strategies as well as methods for ongoing, authentic assessment. The purpose of the curriculum redesign was to utilize one-to-one technology to expand opportunities for students and teachers. The curriculum redesign integrated the use of technology as a regular part of daily classroom instruction and aligned the TEKS so that students will be engaged in project-based, collaborative activities through software tools such as online learning environments and learning management systems as well as Wikis. Technology tools are consistently used by teachers and students not only to access and consume information, but to permit students to create, communicate, and collaborate with others as they create a digital portfolio of online work that represents their knowledge, skills, abilities, and dispositions. The revised curriculum provided course pacing so individual students may work as quickly or as slowly as they need. Some students work independently; others need to work directly with the teacher. Through collaboration and coaching from the technology specialists, students have become more self-directed, independent learners. Where instruction previously was primarily didactic and textbook focused, instruction has become more interactive with students taking a more engaged, proactive role in their learning. Although classroom management policies have been revised to include student management of digital devices, the 425 Discipline Action Data Report from PEIMS documents that referrals outside the classroom for discipline actions has decreased by 2% since the one to one initiative began. Using technology involves students in the learning process so students become active in the learning process instead of passive listeners. Project based learning is a creative process and using technology has reduced discipline problems and has allowed students to take ownership of their work. Since our students are empowered to find their own answers, the learning process becomes much more interesting.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology lending and the use of electronic instructional materials are incorporated into the WCS Technology Plan. WCS integrates electronic instructional materials throughout the classrooms as technology is available for students. The TLP will provide WCS with more availability so more electronic instructional materials will be available for students. Students currently work in groups on many activities because of a lack of devices. Although group work is often encouraged and appropriate, individual access to technology will facilitate a broader range and deeper understanding of materials for students. Expanding student access to technology will also allow virtual field trips for students as well as expanding their world by connecting people and places to students at WCS as they learn about places in the world. The Technology Committee examined school improvement efforts of the last three years and concluded that the narrow, piecemeal attempts made in the past to improve WCS; however, there is a lack of conditions necessary for achieving significant gains in teaching and learning. Teachers are using educational apps on tablets for center time with students to facilitate literacy and math skills. Teachers are also using Google docs to allow students to work collaboratively as a group, work on writing skills, exchange information, compare facts, and effectively implement peer review activities. Too often teachers work in their own isolated classrooms, struggling with the needs of challenging students, lacking the productive interaction with colleagues, and are often overwhelmed with the implementation of electronic instructional materials into the instructional curriculum. Even after staff development and training, WCS has pockets of teachers (some new) that remain ill-prepared and lack the skills to challenge students by offering high-quality intellectual learning tasks through electronic instructional materials. To address these issues, WCS has created an online professional learning community (PLC) composed of teachers across ESC 12. The online PLC enables educators to improve their use of electronic instructional materials and strategies and learn to become more effective in interacting meaningfully with students through the electronic instructional environment. In addition, communications technology such as emails, videoconferencing, and the online learning platforms have provide promising opportunities for collaborative learning environments for teachers in which they can: 1) reflect on practice with colleagues and experts; 2) share expertise in a distributed knowledge framework, and 3) build a common understanding of new instructional approaches, standards, and curriculum associated with online learning environment.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161-801

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

WCS assures that the infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at the four participating campuses. Currently, WCS has high-speed fiber connections terminating at the central facility and (90 Mbs) DS3 telecommunication line going out from the core (PDC) to the ISP. All non-instructional sites are connected by wireless connections; the rest connect to the PDC by fiber. The campus has a Main Distribution Frame (MDF) which is equipped with a Cisco Catalyst core switch with from 3 to 12 intermediate distribution Facilities (IDFs). The hardware varies in the IDFs (Cisco Catalyst 2948, 3548, 3524, 4003, 4006 and 4507). Each grade level has a computer lab. All offices have Internet access.

A majority of the teachers are becoming well-prepared for the use of technology by participating in staff development and training through small group and one-to-one instruction. Teachers have traveled to spotlight schools that offer one-to-one initiatives and digital curriculum and textbook projects as well as attend technology conferences and academies. Teachers have had a minimum of 3 days of technology training plus locally developed academies. Teachers on the campus have attended technology academies at the ESC 12 and teachers spend at least 2 hours each week in developing technology integrated lessons in their core subject areas through grade level and subject area meetings.

The campus contracts with an IT specialist to assist with technology problems or the installation of new equipment.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161-801

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TLG will be administered using non-grant funds. The TLG Project Director (PD) will oversee the implementation of the grant. The PD will be responsible for purchasing devices and accessories and insuring the equipment. The Librarian will be responsible for accounting for all equipment, installing software, and organizing the "Roll Out". The PD will lead the mandatory "Orientation" for parents and students. Parents and students must sign the Computer Protection plan and a Student Pledge documents before the device can be issued. In addition, prior to receiving their devices students must also demonstrate they are competent in Digital Citizenship by taking a short test to access their knowledge on the societal demands of increased use of online technology through communication and collaboration, critical thinking, problem solving and decision making as well as how promote positive digital citizenship. Since students will have their own device to be used for 24/7 access, classroom teachers will not have to coordinate computer check-in or check-out. Students will retain their original device each year while they are enrolled in WCS. The technology staff will collect student devices at the end of the year for maintenance, cleaning, and software installation. Students will bring their devices to all classes, unless specifically instructed not to do so by their teacher. However, there are a few instances where students will have to check in and check out their device on a daily basis. A very small percentage of students (less than 1%) have parents who do not wish for the student to bring their devices home after school hours. These parents have personally visited with the administration and completed the necessary paperwork. These students check out their device and return the device at the end of the day. Also, a very small percentage of students (less than .05%) will break their issued device more than one time. If it is deemed that these students are being irresponsible with the equipment, they are required to check in and check out the equipment on a daily basis or use devices provided in each classroom for students to use. However, in all of these cases, the check in and check out is done by the Librarian, not the classroom teachers. The procedures for maintenance of the technology lending equipment are outlined in the Technology User policy.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to WCS Board Policy (CMB Legal) the campus conducts an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered. The results of the inventory shall be recorded in the campus' files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost. 19 TAC 66.107(a). The accounting of the technology lending equipment will be entered into the Follett Asset Management System – Destiny Suite, WCS's centralized asset management that typically accounts for all equipment on the campus. Once the equipment is ordered and received, the Librarian will assign a tracking number to each piece of equipment through a barcode system. The asset management system keeps a record of all technology equipment. The system also holds details of service schedules, maintenance records, and other information needed on each piece of equipment. WCS believes that this is an efficient and effective way to keep track of when equipment need to be replaced, fixed, or maintained. In addition, it can be extremely valuable in case of an emergency. WCS provides and will continue to provide insurance for technology equipment including all mobile devices on loan to students.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: